

The Evening Herald.

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THEIR OWN GOWNS.

EACH girl in the eighth grade who passes into the Ainsworth high school this year has made her own graduation dress.

This information was discovered by the Herald's society editor Saturday afternoon. It is a news item worth printing. It shows fine and wholesome conditions in home and school. It indicates common sense in both places and parents and teachers alike can be proud of the self-reliance and industry displayed.

We hear quite a lot these days about the frivolity of young girls about their extravagance in dress and in expenditure for dress. We do not hear much about the large majority of our young girls who are the daughters of level-headed mothers; the pupils of sound thinking teachers and who themselves are growing up into competent, industrious, useful womanhood. The jokers think us quite a bit with inquiries about what has become of the old-fashioned girl, the girl trained like grandmother was trained. Fact is, in modern schools like those of Albuquerque, our girls are being trained in a usefulness and an everyday efficiency that our grandmothers never dreamed of. Our girls are being taught that the person who isn't useful in one way or another isn't displaying any particular reason for being on earth; and they are qualifying for the game of life by learning to cook economically and save sensibly.

That class of eighth grade girls, all in their self-made dresses, cut on the same pattern and made from the same bolt of goods, will be the best exhibit the Albuquerque public schools ever have presented.

COME AGAIN, COLONEL.

COLONEL Roosevelt, when he sailed away Saturday afternoon, left us with the impression that when his Sunday political feature story was turned loose by the New York papers, the country would be astounded, not to say shaken, by the startling nature of the revelation he was about to make. It is the Colonel's way. He is a master of publicity. He always sets the stage and he knows that an expectant audience is the most receptive audience.

But Mr. Roosevelt's political statement was a disappointment from every standpoint and a disappointed audience is not exactly a good thing for a leader. The Colonel's audience expected to be thrilled. Instead it was bored. Boiled down, Mr. Roosevelt's statement is exactly what Mr. Penrose has been telling the people of Pennsylvania; what Mr. Tate has been guardedly writing in numerous press articles; what the independent, standup Republican newspapers, the few that are left in the country, have been preaching ever since President Wilson was inaugurated.

The cost of living has not been reduced.

The trust question has not been solved.

The new tariff law is a failure.

The administration's foreign policy is rotten.

This is the sum total of what the Colonel wrote to us in his widely-subscribed statement.

Although his methods are different, the Colonel at bottom is like any other politician. He has to have an issue. He has grabbed at the only possible issue in sight, a general denunciation of Democratic policy. No one expected the Colonel to do anything in the new tariff. He didn't help make it. No one expected him to approve the trust measures pending, which in their more conservatism promise to accomplish at once what he is in all his years in office and with all his brains and bluster utterly failed to accomplish. That the country is going to ruin under Democratic administration has been the constant cry of Republican leaders since modern political time began. One hardly could expect the Colonel to agree with a foreign policy which is in many of its aspects a relapse to his own policies, and so recognized and approved by the country.

Colonel Roosevelt's statement not only has been a disappointment to the country, which has learned to expect something different from Roosevelt; but it shows that like his erstwhile enemies, the standuppers, he is hard up for an issue; that, in fact,

he has got to make his issue appeal to the country.

THE MOST POPULAR SCIENCE.

THIS National Geographic society, according to its recent annual report, has a membership of more than 250,000, representing every state and territory in the Union, every country in the Americas and Europe, almost every country in Asia and Australia, cities in Africa. The road and file of these members are non-professional scientists but men and women who are interested in the earth, as others are pictures or music, who have a taste for strange lands and signs of whom if they could, would be explorers.

The society is the most popular of all scientific organizations, and it is so because it has adapted its subject matter to the public mind and taste, organized in 1883 at Washington, D. C., "to promote the increase and diffusion of geographic knowledge." It originally numbered only 167 members. Its income was so meager that it continually faced a deficit, and its influence was very limited. It struggled through a hand-to-mouth existence, says a writer in the Kansas City Star, until 1893, "when a new question was asked: Why not take the science of geography into the homes of the people?" Why not popularize the magazine, the society was publishing, transforming it from one of cold scientific facts expressed in terms which the layman could not understand, into a medium for carrying the living, breathing, human-interest facts about the wide world into the family circle? Would not that be the greatest agency for the diffusion of geographic knowledge?

A year after this policy was adopted, the membership had increased five-fold, and soon we are told, instead of a society supporting a magazine its magazine was supporting the society. It is an interesting fact, and a pleasing commentary on present-day thought, that 281,000 people throughout the world are united in the study of such a science and are contributing, indirectly at least, to its advancement. The society has been enabled, through the nominal dues of its large membership, to encourage exploration and research. It has aided a number of Arctic expeditions, has stood patroon to a series of investigations among the glaciers of Alaska, has sent geologists to study volcanic phenomena in Sicily and Japan, and has recently sent forth a new expedition to the forests of Peru.

In his stimulating essay, "How to Live on Twenty-four Hours a Day," Arnold Bennett advised the average man to take up for a few hours' study each evening some subject of literature or art or science. The National Geographic society has led hundreds of people to enter upon such a program, and has given them material of varying and ever-widening interest.

In sizing up the business outlook the New York Herald says that there are signs on every side that the period of retrenchment, economy, doubt and gloom has ended and that the country is about to enter upon an era of expansion and prosperity. "He who declaims about business calamity," says the Herald, "will soon have to join the J. W. W. agitators in order to get an audience." Both the securities and commodities markets, it says, have been liquidated, the weak spots uncovered and eliminated, and the business of the country is now on rock bottom.

Looking at a recent primary election at a close range, the Philadelphia Press says: "Republicans and Democrats both cast less than one-half their vote at the primaries, which shows what a wild pleasure a large proportion of the people take in exercising the right to make their own nominations."

How a Horse Becomes Balky

EDWARD VAUGHN, writing in Farm and Fireside, tells why a horse balks and adds that a balky horse should not be whipped. The explanation of a balky horse lies in the horse's having a delusion that he is tied up to an invisible wall or is tied. Mr. Vaughn goes on as follows:

Let me illustrate. Have you ever seen a man who a horse tied in a stall? If you have, you noticed that the horse did not try to get away, so with the same straps upon its body, the tail fast, neck yoke up, very condition seeming the same as when it tried to go open a previous occasion and could not. Why should it try again? Sometimes, by leading it, you can get it to go, but if it comes up against the collar and then flies back, thinks itself tied and will try no more.

At the same time in the past some one overreached the horse, got it stuck, then beat it for a while, and, as a last resort, unthatched and left the horse.

But you say, that should not make a horse permanently balky. Well, sometimes it does not, but one or two more overloads, one or two more beatings, and it is all over with your horse's working days. If your horse could reason from cause to effect, the same as you, then we would never have such a thing as a balky horse. But it can't. It knows only this. One time it was rigged up with a lot of straps around its neck (collar), a lot

SOLOS

by the
Second Fiddle.

Great Trials of History

THE DARTMOUTH COLLEGE CASE

WHILE nobody really expected the Colored to agree with the Wilson policies.

THE NEW TARIFF may have raised business, but that 17-cent mail rate at Russell Saturday will help to save the price in this section.

THE COUNTRY is on the verge of this day.

THE DARTMOUTH college case was as follows: The legislature of New Hampshire passed an act in 1819 changing the name of the institution to "Dartmouth University" enlarging the Board of trustees and assuming the control of its affairs. This was done by the trustees were opposed, and with the design of testing its constitutionality they brought an action before the supreme court of the state. By this tribunal the legislature was sustained. An appeal was taken to the supreme court of the United States. The case of the college was then argued by Daniel Webster, who was well known and highly esteemed by the public. The court decided that the Dartmouth charter was a contract within the meaning of the clause of the United States constitution forbidding any state to pass any law impairing the obligation of contracts.

The great battle was fought by them not for themselves only, the principles concerned were vital to many other institutions. Dartmouth, in conservative poverty, was thus instrumental in vindicating the sacredness of private trusts. Chief Justice Marshall's decision was that the Dartmouth charter was a contract within the meaning of the clause of the United States constitution forbidding any state to pass any law impairing the obligation of contracts.

The trouble started when the president of the college had a disagreement with the trustees and was dismissed from the office. He determined to fight rather than give up his position submissively, and therefore took his grievance to the legislature of the state, and he was able to secure a large enough following to get his act passed.

Seventy-five out of 190 members of the house protested against the first and principal act and their protest was entered upon the journal of the house. The protest was based upon the grounds that the trustees would be despoiled of their heads without a proper hearing, that the college was prospering and no legislative interference was required, and that the effects of the act would be to endanger the college funds—by destroying the trust—and that its tendency was to make the college subject to every

change of political party.

Dr. Wheelock, the first president of the institution, had contended some 10 years before that the charter was within the power of the legislature to alter or repeal it. During the debate in the legislature the eminent Webster had suggested a move to bring about a compromise by getting a bill passed to found a new university, but the move did not succeed.

The court that first decided the Dartmouth college case found it difficult to understand how a privilege can be protected from the law of the land by a clause in the constitution declaring that it should not be taken away but by the law of the land.

The Dartmouth college case produced tremendous excitement in many quarters for several years, and the opinion of Chief Justice Marshall provoked much criticism on the score of its tendency to justify all corporations against control by the states that had created them.

Daniel Webster in his masterly defense of the institution, stated: There are in this case all the essential constituent parts of a contract. The charter recites that the founder, on his part, has agreed to establish his seminary in New Hampshire and to enlarge it beyond its original design, among other things, for the benefit of that province; and then upon a charter is given to him and his associates, designated by himself, comprising and assuring to them, under the plighted faith of the state, and the right of governing the college and administering its concerns in the manner provided in the charter.

"Is not this a contract?" If lands or money has been granted to him or his associates for the same purposes, such grant could not be rescinded. And is there any difference in legal contemplation between a grant of corporate franchises and a grant of tangible property? So such difference is recognized in any decided case, nor does it exist in the common apprehension of mankind."

The Dartmouth college case was one of the most important cases in constitutional law ever decided in the United States supreme court. The consequences of this decision have been very far-reaching, both in securing the inviolability of private trusts and in limiting state sovereignty and extending through the federal constitution the authority of the federal constitution. The principles of the decision have been applied frequently both by federal and state courts.

Cheese Used With Advantage

Cheese, when properly prepared and served with the right kinds of bread, becomes one of our valuable dishes. Cheese may be added with advantage to almost any omelet, or to vegetable salads to many salads. Or, it may be combined with many soups and with fillings. Served on crackers with cheese fillings, served on crackers with the salad course, it is most appropriate.

Scallop cheese—Two cups sweet milk, three eggs, one quarter pound of cheese, three slices of bread. Remove crusts from bread slices, butter each slice and place in a buttered baking dish in layers. Grate the cheese and season with a little salt and pepper, mix with the bread and pour the egg well, mix with the milk and pour over the bread and cheese. Bake in a hot oven and serve as soon as baked.

Cheese Omelet—One teaspoon cornstarch, one half cup of milk, three eggs, one half cup grated cheese, seasoning. Cook the cornstarch in the milk. Beat the eggs and stir slowly into the milk. Stir in the cheese and seasoning. Melt one tablespoonful of butter in an omelet pan, add the

omelet. Serve very hot.

Cheese cakes—Two eggs, one-half cup butter, one teaspoon salt, one pound cheese, two and a half cups flour, dash cayenne pepper. Chop or grate the cheese; mix the butter, flour and cheese well together. Beat the eggs thoroughly and add with seasoning. Roll out the dough on floured board till about as thin as pie crust, cut with cookie cutter in any shape desired, and bake in a very hot oven until golden brown. These are delicious with salad.

One of the prettiest additions to the salad course may be made by mixing sweet cream cheese with a little sweet cream and chopped onions. Take heavy sticks of cold butter and pack the cheese mixture with the cheese mixture. These "cheese sticks" are to be eaten from the fingers and are delicious. The cheese may be mixed with salad dressing, if preferred.

Scallop cheese—Two cups sweet milk, three eggs, one quarter pound of cheese, three slices of bread. Remove crusts from bread slices, butter each slice and place in a buttered baking dish in layers. Grate the cheese and season with a little salt and pepper, mix with the bread and pour the egg well, mix with the milk and pour over the bread and cheese. Bake in a hot oven and serve as soon as baked.

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